



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Brunswick High School

SAU: Brunswick School Department

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2012-2013 NCLB Report Card



**School:** Brunswick High School  
**SAU:** Brunswick School Department  
**Grade:** High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	222	212	95	62	62	50	20	42	24	14	211	1	0
	2011-2012	206	198	96	65	64	47	21	44	17	18	196	2	0
Female	2010-2011	108	102	94	63	63	54	24	39	24	14			
	2011-2012	106	100	94	67	67	51	26	41	14	19			
Male	2010-2011	114	110	96	62	61	46	16	45	25	14			
	2011-2012	100	98	98	62	62	43	15	47	20	17			
Caucasian/White	2010-2011	207	198	96	64	64	51	20	44	24	12			
	2011-2012	193	187	97	66	66	48	21	45	17	17			
African American/Black	2010-2011	6	5	83			23							
	2011-2012	4	3	75			28							
Hispanic	2010-2011	5	5	100			45							
	2011-2012	4	3	75			30							
Asian or Pacific Islander	2010-2011	4	4	100			51							
	2011-2012	5	5	100			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	42	38	90	29	29	34	8	21	39	32			
	2011-2012	46	44	96	30	30	31	7	23	32	39			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	27	26	96	23	22	17	<1	23	15	62			
	2011-2012	25	22	88	36	35	16	9	27	14	50			
Limited English Proficient	2010-2011	5	5	100			9							
	2011-2012	4	4	100			13							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2012-2013 NCLB Report Card



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**Grade:** High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	222	212	95	58	58	49	8	50	24	18	211	1
	2011-2012	206	198	96	56	56	47	7	49	27	17	196	2
Female	2010-2011	108	102	94	55	55	47	7	48	25	20		
	2011-2012	106	100	94	55	55	46	4	51	26	19		
Male	2010-2011	114	110	96	62	61	51	9	53	22	16		
	2011-2012	100	98	98	57	58	47	10	47	28	15		
Caucasian/White	2010-2011	207	198	96	60	59	50	8	52	23	17		
	2011-2012	193	187	97	57	57	48	7	50	27	16		
African American/Black	2010-2011	6	5	83			21						
	2011-2012	4	3	75			21						
Hispanic	2010-2011	5	5	100			36						
	2011-2012	4	3	75			32						
Asian or Pacific Islander	2010-2011	4	4	100			62						
	2011-2012	5	5	100			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	42	38	90	29	29	31	<1	29	39	32		
	2011-2012	46	44	96	23	23	30	2	20	39	39		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	27	26	96	12	11	15	<1	12	15	73		
	2011-2012	25	22	88	32	35	15	9	23	18	50		
Limited English Proficient	2010-2011	5	5	100			17						
	2011-2012	4	4	100			15						

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# 2012-2013 NCLB Report Card



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	222	219	99	56	55	44	11	44	21	23	218	1
	2011-2012	206	203	99	53	52	44	11	42	20	28	201	2
Female	2010-2011	108	106	98	51	51	40	10	41	22	27		
	2011-2012	106	104	98	48	48	40	7	41	22	30		
Male	2010-2011	114	113	99	60	59	48	12	48	21	19		
	2011-2012	100	99	99	58	57	49	15	42	17	25		
Caucasian/White	2010-2011	207	204	99	57	56	45	12	45	22	22		
	2011-2012	193	190	98	55	55	45	11	44	19	26		
African American/Black	2010-2011	6	6	100			19						
	2011-2012	4	4	100			20						
Hispanic	2010-2011	5	5	100			37						
	2011-2012	4	4	100			32						
Asian or Pacific Islander	2010-2011	4	4	100			49						
	2011-2012	5	5	100			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	42	41	98	34	34	29	2	32	22	44		
	2011-2012	46	46	100	22	22	30	2	20	24	54		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	27	26	96	15	14	14	<1	15	8	77		
	2011-2012	25	23	92	22	21	16	13	9	22	57		
Limited English Proficient	2010-2011	5	5	100			10						
	2011-2012	4	4	100			10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2012-2013 NCLB Report Card



**School:** Brunswick High School  
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	63	63	48	97	97	96	57	57	48	88	88	84
Caucasian/White	98	98	96	65	65	49	98	98	96	58	58	49	88	88	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	96	96	94	29	29	33	96	96	94	26	26	31	67	67	73
Students with Disabilities	*	*	90	28	27	17	*	*	90	19	19	15	58	58	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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## Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	16	7	35	16	3	1

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	1

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.